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intellectual distinction." Make him drop his conferences on "punctuation, grammar and the split infinitive" (I suppose the last two words refer to the latitude of Boston; the rest of the country does not bother itself about the split infinitive) and let his students "criticize their own compositions and those of one another" on these points, as the "educator" does. Let him "read themes less and play golf more," and let him, like the "educator," disseminate the culture of sweetness and light. Give him the right kind of a text-book, with some logic in it, even with the "Barbara, Celarent"—which is a good thing to have in the text-book for reference, although it need not be memorized.

Why should not such a man be found? A teacher, or an educator, like every other man, is the product of heredity and environment, also of habit and of the kind of boss he has—which last may be considered part of his environment. The heredity of the teacher, in Boston at least, is all right; his environment is fairly good, but his teaching habits are bad and he has not been properly bossed; therefore he is unhappy. He is supposed to be teaching English composition, but he is not; he is reading "themes" and correcting errors of grammar and punctuation; he is doing the work that should have been done in the grammar school. "This man of solid thoughtful mind is the only real teacher." Yes, but he is unhappy, and he needs a boss to direct him how and what to teach, and how to "educate," and how to be happy, though a teacher.

Can a boss be found? Why not? Is there not in Harvard some authority that can get the "teachers" and the "educators" together around a table and say to them: "Show us the results of your teaching and educating. Do your graduates have 'mechanical perfection in technique' and there stick; have they style, or do they 'write with the mechanical regularity of one pumping into a bucket'?" What proportion of them write even passable English? If the results are not what they should be, get together, you teachers and educators, and plan a better method. If you

can not plan one, do as the football players do, hire a coach to plan the method, and let him be your boss until you can show results with it."

"Some day there will be a shaking among these dry bones." Why not now?

WILLIAM KENT

MONTCLAIR, N. J.

UNIVERSITY LIFE IN IDAHO

TO THE EDITOR OF SCIENCE: Permit me to state, in reference to the question of veracity between President James A. MacLean, of the University of Manitoba, and Professor V. L. Kellogg, of Stanford University, that at the request of Professor Kellogg I furnished him with a rather full statement of the facts concerning my recent separation from the University of Idaho. From what I wrote him he prepared his article published by you under the caption "University Life in Idaho." It contains no material statement not furnished by me, and none which I do not at the present time fully believe to be true, notwithstanding President MacLean's denial. In fact, most of the details are matters of common knowledge, which no one could deny in Moscow, Idaho, though it might be done in Winnipeg.

As it is obviously impossible to try the case in your columns, I must be content to assume full responsibility for the essential correctness of Professor Kellogg's article.

J. M. ALDRICH

BUREAU OF ENTOMOLOGY,
WASHINGTON, D. C.,
June 8, 1913

SCIENTIFIC BOOKS

The Space-Time Manifold of Relativity, the Non-Euclidean Geometry of Mechanics and Electromagnetics. By EDWIN B. WILSON and GILBERT N. LEWIS. Proc. Amer. Acad. Arts and Sci., Vol. 48, No. 11. November, 1912. Pp. 120.

Probably the most startling scientific conclusion of the past was the assertion that the earth moved. Even yet, while every one would probably assent passively to this state-